EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY ENVIRONMENT , ACADEMIC STREAM AND ACADEMIC ACHIEVEMENT.

SYNOPSIS OF THE THESIS

Submitted by

Ms. Karuna Sharma

Registration No.: **AU21EDPHD0060**

Under supervision of

Dr.Narbada Devi

&

Dr. Sita Devi

In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION

FACULTY OF EDUCATION,
SCHOOL OF EDUCATION, BASIC SCIENCES AND HUMANITIES
ABHILASHI UNIVERSITY
CHAIL CHOWK, MANDI (H.P.) – 175028
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DECLARATION

I hereby declare that the synopsis of thesis entitled, **EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY ENVIRONMENT, ACADEMIC STREAM AND ACADEMIC ACHIEVEMENT.** The dissertation has not formed on the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: NERCHOWK

Date: 23.05.2023

Signature of the Scholar

Name of Scholar

Karuna Sharma

Forwarded by: Concern Supervisor/co-supervisor

Place: NERCHOWK

Date: 23.05.2023

Signature of the Supervisor/Co-supervisor 23.05.2023

Name of the Supervisor/ Co-supervisor

Dr. Narbada Devi DR. SITA DEVI

CERTIFICATE

This is to certify that the synopsis of thesis entitled , " **EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY ENVIRONMENT , ACADEMIC STREAM AND ACADEMIC ACHIEVEMENT** " is an original piece of work done by Karuna Sharma under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail-Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: NERCHOWK

Date: 23.05.2023

Signature of the Supervisor/Co-Supervisor 23.05.2023

Name of the Supervisor/ Co-Supervisor

DR. SITA DEVI

1 Theoretical framework

Emotional intelligence plays a pivotal role in designing the personality, build up the ability in self adaptation for solving stress problems and pressures of life in competing status of an individual. Emotional intelligence is the ability to recognize, acknowledge, manage and handle emotions in such a way that promotes personal growth. Emotional intelligence (EI) is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

The phrase 'Emotional intelligence' has been derived from the social intelligence which was first coined E.L. Thorndike in 1920. Until 1980, there was no talk of Emotional intelligence. In 1989, John Mayer and Peter Salovey first coined the phrase 'Emotional intelligence'. They describe Emotional Quotient as a person's ability to understand one's own emotions, the emotions of others and act appropriately based on these emotions. Emotionally intelligent people know the real reason for their emotions and thus they don't confuse them with other factor nor do they get their past involved in the decisions they take. Emotional intelligence refers to the capacity for recognizing our feelings and those of others, own for motivating ourselves and for motivating emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non- cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

Emotional intelligence is a very recently described intelligence form. It is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Over the past several years the phase emotional intelligence has received much attention as a factor which is useful in understanding and predicting an individual's performance at work, at home, at school etc. The concept of emotional intelligence is the capacity to create positive outcomes in relationship with others and with oneself, one's and others feelings and emotions.

1.1 CONCEPT OF EMOTIONAL INTELLIGENCE

The term emotional intelligence has been rooted from the social intelligence which was first coined by E.L. Thorndike in 1920. Emotional intelligence (EQ) is used interchangeably and Emotional intelligence refer to the capacity of recognizing our own feeling and those of others for motivating ourselves and for managing emotions well in ourselves. Emotions are personal experiences that arise from complex interplay cognitive and situational variables among psychological Emotions if properly used are an essential tool for successful and life. But if emotions are out of control, it can be a disaster in day to day life, They effect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not to isolated phenomenon but component of general experience, constantly influencing and influenced by other process going on at the same time. To be effective, the cognitive process must be in control of the emotions, so that they work for rather than against.

1.1.2 DEFINITIONS OF EMOTIONAL INTELLIGENCE

According to Salovey Subsumes Gardner's. "Emotional Intelligence is the process of learning to understand our own emotions, learning to understand the emotions of others, gaining proficiency in positive emotional responses in oneself, and recognizing and accepting the emotional response of others.

Goleman (1996) defined it as “Emotional intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope.”

Cooper and Swaf (1997) “Emotional intelligence is the personal ability to perceive, understand and apply the power of knowing the mood as the ground of forces and data to build-up association to influence people”

Vinod Sanwal (2004) defined emotional intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

According to Singh (2006) “Emotional intelligence is the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and the immediate environment. Emotional intelligence constitutes these three psychological

dimensions which motivate an individual to recognize truthfully, interpret honesty, and handle tactfully the dynamics of human behavior".

According to Woolfolk et.al. (2008) "Emotional intelligence is the ability to process emotional information accurately and efficiently."

Bradberry et al. (2009) stated that EI can be defined as the ability, capacity, and skill or in the case of the trait EI, a self-perceived ability, to identify, assess and manage the emotion of one"s self, of others and of groups. It is a part of art of managing people at the workplace".

In the view of Lal and Joshi (2016) "Emotional intelligence is that capacity of an individual by which he perceives and understands his own feelings and actions as well as the feelings of others, and controls his emotions and conducts himself in such a way that he himself is satisfied and others also satisfied."

From the above definitions, it can conclude that emotional intelligence is the ability to accurately understand one's emotions and the reason behind the manifestation of these emotions and how to efficiently channelize it in a healthy manner.

1.1.3 Factors Affecting the Emotional Intelligence

The process of emotional development is a life-venture. The factors that influence the development of emotional intelligence are early attachment relationships in the family, temperament, the quality of environment and relationships. These factors affect how we see ourselves and thus influences the way of managing emotions.

There are different factors that affect the Emotional intelligence of an Individual given as under:

- **Physical health:** Physical health represents one dimension of total well-wing. If person unable to manage their emotions, he is not able to manage his stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving Emotional Intelligence is to learn how to manage stress**.**

- **Mental Health:** Mental health includes our emotional, psychological and social well wing. Uncontrolled emotions and stress can also impact the mental health of an individual, it vulnerable to anxiety and depression. If one is unable to understand, get comfortable with, or manage their emotions, will also struggle to form strong relationships. This, in turn, can leave one's feeling lonely, isolated and further exacerbate any mental health problems.
- **Relationship:** Relationship is the way to or more people are connected, or the way they behave toward each other**.** By understanding one's emotions and to control them, person is able to express their feeling and acknowledge others feeling. It helps them to communicate more effectively and forge stronger relationships, both at work and in their personal life.
- **Social intelligence:** Emotions serve a social purpose by connecting one to other people and the world around him. Social intelligence enables the person to recognize friend from foe, measure another person's interest, reduce stress, balance nervous system through social communication, and feel delightful and happy.
- **Sleep disorder and Fatigue:** Fatigue is a term used to describe an overall feeling of tiredness or lack of energy. It isn't the same as simply feeling drowsy or sleepy. When person fatigued, he have no motivation and no energy**.** Fatigue caused by too little rest, too much excitement and inadequate food, predisposes children, in early childhood, to irritability and temper tantrums. Sleep disorder and fatigue affect emotional intelligence that will leads to the risk of mental disorder.
- **Poor Health:** Poor health is defined as a person's inability to perform required tasks physically, mentally, or socially. It is defined as a person's inability to perform required tasks physically, mentally, or socially. It can limit one's ability to work, limit economic opportunities, and result in medical debt and bankruptcy. Poor health due to malnutrition, digestive trouble or colds, also predisposes children too emotionally.
- **Family Environment:** Family environment refers to the circumstances and social climate conditions within families. A cordial environment i.e. healthy relationship between the parents is very conducive to the emotional development of an individual. The

treatment meted out to the child by the parents and other members of the family influences, his emotional development.

- **Educational Environment**: It is the combination of physical social and learning environment. It refers to the set of facilities provided with in the educational institutions such as health, sanitation teacher students relationship, moral and social value, curriculum and its transaction, Attitude of the teachers, school discipline, academic facilities , physical facilities, methods of teaching co-curriculum activities etc. all influence emotional intelligence of students. .

1.1.4 Dimensions of Emotional Intelligence

Goleman (1998) cited the five dimensions of emotional intelligence: self–awareness, self–regulation, motivation, empathy, and social skills.

- **Self-awareness:** Self–awareness occurs when the individual knows what he is feeling in the moment, and using those preferences to guide decision-making, having a realistic assessment of his own abilities and a well-grounded sense of self-confidence. Self-awareness is at the foundation of emotional skills. Bradberry & Greaves (2009) stated that "Self-awareness is the ability to accurately perceive one's own emotions in the moment and understand the tendencies across situations."
- **Self-regulation:** This involves handling our emotions so that they facilitate rather than interfere with the task at hand; having conscientious and delaying gratification, to pursue goals; recovering well from emotional distress. Emotional self-regulation or emotion regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed.
- **Motivation:** This dimension of emotional intelligence involves using available deepest preferences to move and guide the individual toward desired goals, to help in taking initiative and striving. To improve, and to persevere in the face of setbacks and frustration**.** Goleman (1996) pointed out the power of hope and optimism which makes a difference. They are the driving force to ardently striving for success. Optimism is an attitude to stand against hopelessness, falling into apathy, and depression. This skill helps

a person to bounce back from set-backs in life. In other words, people who are motivated, hopeful and optimistic have high resilience and are tolerant of the distressful situations surrounding them.

- **Empathy:** This is related to sensing what other people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people**.** This is the ability to recognize emotions in others and to view from different angles which different people may hold. This is the effective communication skill known as people skill that makes people connect better with their colleagues and friends in their profession such as teaching encouraging to others; displaying character which has a calm and soothing effect.
- **Social skill:** This ability stands on people skill and social awareness. It describes how people handle emotions in relationship effectively and accurately reading social situations. It is the competency required in productive leadership and interpersonal expertise. This skill requires the ability to get out of one's head occasionally to be able to look into others‟ perspective, while, staying focused and taking in crucial information. Empathy: Social skill: influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities.

1.2 Academic Achievement

Academic achievement is defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations. Academic achievement refers to performance outcomes in intellectual domains taught at school, college, and university. As an indicator of intellectual education, academic achievement is the most important prerequisite for individual and societal prosperity. This makes academic achievement a vital issue both for politics and for psychological research. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

1.3 Family Environment

Family environment is the core process of every child upbringing, with positive and negative influences. When families experience sudden and unexpected trauma, such as loved ones sustaining severe burns, all members of the family are affected in one way or another. The family environment involves the circumstances and social climate conditions within families. Good family environment will have a sense of love and mutual help, which based on the strong bond between families, and has a large contribution in build a child's personality. It can motivate children to develop themselves and improve their capabilities and potential. When the family neglects their children, it adversely affects the child personality. The loss sense of love and family causing bad results in education. They feel such neglected and abandoned, and hinder its ability to foster a sense of self-esteem that can benefit themselves and the community around it.

2. Review of the related literature

Pathan (2004) conducted a study on "Emotional Intelligence of Secondary Teachers at D.Ed College, Navapur, Maharastra". The study examined the level of emotional intelligence of secondary school teachers in relation to gender and age. The study revealed that a larger number of teachers possessed low level of emotional intelligence. And, it was found that there was no significant difference between the emotional intelligence of males and females teachers.

Shah (2006) conducted a study on "Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables". The major objectives of the study were to construct and standardize an emotional intelligence scale for upper primary school students of Gujarat State and to study the relationship of emotional quotient with sex, area, socio-economic status and Intelligence. (IQ). From this study it was found that there was no significant difference in the mean scores on Emotional intelligence in relation to sex, area, socio-economic status and Intelligence .

Shakya (2009) investigate the teaching effectiveness of prospective teachers in relation to their emotional intelligence. He found that the female prospective teachers appear to be more effective in teaching and less emotionally intelligent as compared to male prospective teachers.

Shipley et.al. (2010) carried out a study on "The effects of emotional intelligence, age, work experience, and academic performance". The results indicated that emotional intelligence was found to be positively associated with work experience; emotional intelligence was not significantly associated with age and Global trait emotional intelligence was not significantly associated with academic achievement.

Singaravelu (2011) examine the Emotional Intelligence of Student teachers at Primary level in Pundcherry region. He found no significant difference in emotional intelligence between male and female student teachers while significant difference was observed in emotional intelligence between the groups regarding locality of the residence of student teachers.

Lenka and Kant (2012) conducted a study on Emotional Intelligence of Secondary School Teachers in Relation to their Professional Development. The findings of the study indicate that here is significant difference between emotional intelligence of male and female secondary school teachers. The male secondary school teachers are more emotionally intelligent than female secondary school teacher.

Mohzan, Hassan and Halil (2013) investigated the Influence of Emotional Intelligence on Academic Achievement among students of Education Faculty and found that there is a positive and weak relationship ($r= 0.084$, $p= 0.193$) between overall emotional intelligence and academic achievement of students teachers. Further they found that the student teachers having higher level of emotional intelligence, the better they perform academically.

Chamundeswari (2013) conducted a study on Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level. The findings of the study indicate a positive significant correlation between emotional intelligence and academic achievement among the students.

Khati (2013) carried out a study on Emotional Intelligence and Spiritual Intelligence of Postgraduate Students in Relation to their Gender, Academic Stream and Academic Attainments. Finding of the study shows that male postgraduate students and female postgraduate students do not differ in their total Emotional Intelligence. There is no significant difference in emotional intelligence of Arts and science stream postgraduate students.

Qusar (2013) Examine the emotional intelligence and academic achievement among high school students. The findings of the study revealed that there are significant differences in academic achievement of high and low emotionally intelligent secondary school students. Academic achievement is higher among students with high emotional intelligence and low in students having low emotional intelligence. There are no significant differences in academic achievement among secondary school students.

Upadhyaya (2013) Investigated the Relationship between Emotional Intelligence and Academic Achievement among Student- Teachers. The findings of the study indicate that student-teachers with high and low emotional intelligence differ significantly from one another on achievement in theory and practical examination. B. Ed. students with high emotional intelligence scored higher in theory (Mean = 420.12) as well as in practical (Mean = 146) examination as compared to their counterparts with low emotional intelligence (Mean = 393.68 & 138.09 for theory and practical respectively).

Trivedi and Shakya (2014) conducted a study on prospective teachers to analyze their Emotional Intelligence in relation to Gender, Caste and socio-economic status. Results revealed that the there is a significant difference in the mean of emotional intelligence scores of the male and female prospective teachers.

Girish M.Ghanawat et.al. (2016) studied the Relationship of Family Functioning and Emotional Intelligence in Adolescents. The findings of the study indicate that there was a significant positive correlation between family functioning and emotional intelligence. Healthy family functioning plays a vital role in developing better emotional intelligence.

Razia and Ahmad (2017) conducted a study on Emotional Intelligence and Socio-economic Status as the determinants of Academic achievement among Adolescents. The findings indicate that significant gender differences exist in adolescents on the measure of Emotional intelligence however no significant differences were found between male and female adolescents on the Socio- economic status and Academic achievement.

Socio- economic status and Emotional intelligence together brought 18.4% variance in Academic achievement indicating the importance of Emotional intelligence and Socio-economic status in predicting Academic achievement of adolescents.

Sagar and Singh (2019) Conducted a Study on Emotional Intelligence in relation to Home Environment of senior Secondary Students. The emotional intelligence of students was affected by home environment of the students. Gender of students did not affect their emotional intelligence. Home environment and gender do not interact significantly on emotional intelligence.

Kumar (2020) conducted a study on the Emotional Intelligence of Higher Secondary School Students. The findings of the study indicate that the female students are better than the male students on their emotional intelligence. Further he found that there is no significant difference between Arts and Science higher secondary school students on their emotional intelligence. It is found there is no significant difference of higher secondary school students from nuclear and joint family on their emotional intelligence.

Sharma (2021) studied the Emotional Intelligence of secondary school students in relation to gender. Results indicated that there is a significant mean difference emotional intelligence of secondary school student in boys and girls secondary school students. Girls are emotionally more intelligent than boys. There is no significant difference in emotional Intelligence of urban and rural secondary school students.

Saxena (2021) conducted a study on emotional intelligence in relation with locus of control- a comparative study. The findings revealed that there is a significant difference in Emotional Intelligence of female young adults and male young adults. Female young adults are more emotionally intelligent as compared to male young adults.

Marulasiddappa (2022) conducted a study on family climate, emotional intelligence, personal adjustment and academic achievement of secondary school students in Davanagere district. The findings of the study indicate that there is significant difference between mean scores of Emotional Intelligence of male and female students. There is significant difference

between mean scores of Family climate of male and female students. There exists significant relationship between Academic Achievement and Emotional Intelligence of secondary school students.

Jaeger's (2003) study (as cited in Romanelli, Cain and Smith, 2006) reveals that levels of emotional intelligence among 150 students of a general management graduate-level course were associated with academic performance. Among these 150 students, greater correlation between emotional intelligence and academic performance was

3 Need and Significance of Study.

Emotional intelligence is key factor in every sphere of human life. In today's world enormous competition is going on and everyone wants to excel in their lives and careers. High emotional intelligence develops the ability to tolerate stress, maintain an optimistic outlook, and develops an ability to overcome the day today problems in an intelligent manner. In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficult to control their emotions in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the demands of the world. The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. Parent and teachers focus always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways.

No doubt, Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers. Now a day's problems like alcohol and drug abuse, anxiety, depression, difficulty in socializing, increase dropout rate at college, lack of motivation, suicide cases, stress, violence so on and so forth are increasing at an alarming rate. These problems are negatively correlated with academic achievement of students. Pre-service teachers are the future nation builder and contribute directly or indirectly for the overall growth and development of the country. Pre-service teachers with high emotional intelligence can communicate better, lessen their anxiety and stress, resolve conflicts, improve relationship, empathize with others and overcome life's challenges. Emotionally intelligent teachers help

students with improved motivation, enhanced innovations, increased performance, effective use of time and resources. Emotional intelligence is incredibly powerful in the family environment because it makes an individual to control their relationship with parents and other family members. That atmosphere is affected by the emotional stability of the teacher. A teacher with personal mental health problems can have a detrimental effect upon all of those students who are associated with him or her. So, there was a great need to study the emotional intelligence of pre service teachers in relation to family environment and mental health.

To be a successful future teacher, one needs to create an enthusiastic work environment, consider the well-being of colleagues and improve overall relationship. Teacher needs to resolve past issues, reduce stress levels and resolve emotional issues, regulate both external as well as internal conflicts resulting to clarity of thinking and wise decision making. Moreover, teachers deal with people and their emotions everyday especially those of young children. It is very much necessary to possess high emotional intelligence to be a successful and ideal future teacher. Hence, it is felt that there is a need to investigate the emotional intelligence of pre-service teachers. Moreover, as portrayed in the review of related studies, there were no studies conducted in the field of emotional intelligence of pre-service teachers in Himachal Pradesh.

The findings of the study will be significant for the teacher educators, policy planners, counselors, pre- service teachers, Parents, psychologist, educationists for enhancing the emotional intelligence and mental health of the pre-service teachers.

From the review of the related literature shows that much work has been done on emotional intelligence of in-service teachers and students but no attempt has been made by the researchers to study the emotional intelligence of pre-service teachers in relation to their mental health and family environment. In the perspective of this it was thought worthwhile to investigate the emotional intelligence of pre-service teachers in relation to their academic stream, family environment and mental health.

4. Statement of the Problem

EMOTIONAL INTELLIGENCE OF PRE-SERVICE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY ENVIRONMENT, ACADEMIC STREAM AND ACADEMIC ACHIEVEMENT.

5. Objectives of the Study

Following objectives have been formulated for the present study:

1. To Study Emotional intelligence of pre-service secondary school teachers.
2. To Study gender-wise difference in the Emotional intelligence (dimension-wise and overall) of pre-service secondary school teachers.
3. To Study Emotional intelligence (dimension-wise and overall) of pre-service secondary school teachers in relation their gender and family environment.
4. To study the interactional effect of gender and family environment on emotional intelligence of pre service secondary school teachers
5. To study emotional intelligence (dimension-wise and overall) of pre-service secondary school teachers in relation to their gender and academic stream.
6. To Study interactional effect of gender and academic stream on emotional intelligence of pre service secondary school teachers.
7. To Study the interactional effect of family environment and academic stream on Emotional intelligence of pre service secondary school.
8. To study the emotional intelligence (dimension wise and overall) of pre-service secondary school teachers in relation to their gender and academic achievement.
9. To Study interactional effect of gender and academic achievement on emotional intelligence of pre services secondary school teachers.
10. To Study interactional effect of family environment and academic achievement on Emotional Intelligence of pre service secondary school teachers.
11. To Study the interactional effect of academic stream and academic achievement on emotional intelligence of pre service secondary school teachers.

6. Hypotheses of the Study

To achieve the objectives of the present study the following hypotheses null will be formulated

1. There will be no significant gender-wise difference in the Emotional intelligence of pre-service secondary school teachers.
2. There will be no significant difference in the Emotional intelligence (dimension wise and overall) of pre-service secondary school teachers in relation their gender and family environment.
3. There will be no significant interactional effect of gender and family environment on emotional intelligence of pre service secondary school teachers.
4. There will be no significant difference in the Emotional intelligence (dimension wise and overall)of pre-service secondary school teachers in relation to gender and academic stream.
5. There will be no significant interactional effect of gender and academic stream on emotional intelligence of pre service secondary school teachers.
6. There will be no significant interactional effect of family environment and academic stream on emotional intelligence of pre service secondary school teachers.
7. There will be no significant difference in the emotional intelligence of pre service secondary school teachers in relation to their gender and academic achievement.
8. There will be no significant interactional effect of gender and academic achievement on emotional intelligence of pre service secondary school teachers.
9. There will be no significant interactional effect of family environment and academic achievement on emotional intelligence of pre service sec school teachers.
10. There will be no significant interactional effect of academic stream and academic achievement on emotional intelligence of pre service secondary school teachers.

7. Delimitations of the study

The present study will be delimited in its scope to the following features:

1. The study will be confined to six districts of Himachal Pradesh.
2. The study will be confined to B.Ed. pre-service teachers of Himachal Pradesh only.
3. The present study will be confined to family environment, academic stream and academic achievement as independent variables.

8. Operational Definitions

Emotional Intelligence: Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same. In the present study, emotional intelligence indicates the scores obtained by the pre-service teachers on the emotional intelligence scale prepared and standardized by Dey and Roy (2022).

Academic Achievement: Academic Achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. In the present study, Academic achievement refers to the scores obtained by the pre-service teachers in the previous class.

Academic Stream: A stream is a series of area-specific courses that you take as part of your degree. In the present study academic stream means pre-service teachers belonging to arts or science stream.

Family Environment: The family environment "involves the circumstances and social climate conditions within families. In the present study, family environment refers to the scores obtained by pre-service teachers on the family environment scale prepared by Bhatia and Chadha (2012).

9. Methodology

9.1 Method

The purpose of the present study is to investigate the emotional intelligence of pre-service teachers in relation to academic stream, academic achievement, family environment and mental health. Hence, to achieve the objectives of the study descriptive survey method of research will be used.

9.2 Sample of the study

9.2.1 Population: In the present study, all the B.Ed. pre-service teachers studying in different government and self financed colleges situated in districts of Himachal Pradesh constitute the population of the present study.

9.2.2 Sample: There are 12 districts in the state of Himachal Pradesh .In these 12 districts total 75 B.Ed. colleges are currently working which are affiliated to Himachal Pradesh university, Shimla and Sardar Patel University, Mandi. Out of these twelve districts, literacy rate wise six district namely (i.e Kangra, Hamirpur and Bilaspur having high literacy rate , Mandi, Kullu, Chamba having low literacy rate) will be included in the present study. Further, investigator will be selected18 different colleges from each sampled districts. Further 50 and 100 pre-service teachers (arts and science stream-wise) according to the availability or strength of the pre-service teachers will be selected by using simple random sampling (i.e. lottery method /odd-even.). Total 1140 pre-service teachers will be included in the present study.

The detailed distribution of the sample is given below table-1 as under:

Table.1

Sr.No.	Name of sampled district	Total number of colleges selected	Total number of pre-service teachers selected	Stream-wise sample selected
1.	Mandi	Abhilashi college of education	100	50 arts
				50 science
		Govt. Vallabh College, Mandi	50	25 arts
				25 science
		Neelam college of education	50	25 arts
				25 science
		M.L.S.M. College Sundernager	50	25 arts
				25 science
		Vijay memorial College of Education	100	25 arts
				25 science

2.	Hamirpur	SVN College Tarqwadi	50	25 arts
				25 science
		Trisha College of Education	100	25 arts
				25 science
		D.D.M.Sai college of education,Kallar	50	25 arts
				25 science
3.	Kangra	Govt. College of Teacher Education, Dharamshala	50	25 arts
				25 science
		Dronacharya College of Education, Rait	100	25 arts
				25 science
		Gyan Jyoti College of Education , Kakroh	50	25 arts
				25 science
		K.L.V College of education Palampur	50	25 arts
				25 science
4.	Bilaspur	Shiva College of Education ,Ghumaravi	100	25 arts
				25 science
		Gurukul College of Education, Chandpur	50	25 arts
				25 science
5.	Kullu	Kullu College of Education, Garsa	50	25 arts
				25 science
		Rameshwari Teacher training institute, Sarabai	50	25 arts
				25 science
6.	Chamba	Chamba Millenium Educational society , Hardaspura	50	25 arts
				25 science
		Priyadarshani college of Education, Chowari	50	25 arts
				25 science
Total			1150	

9.3 Research Tools to be used

The selection of tools is vital importance for successful search. In order to fulfill the objectives of the present study following tool will be used by the investigator:

9.3.1 Emotional Intelligence scale: For measuring the emotional intelligence of pre-service teachers emotional intelligence scale will be developed by and standardized by investigator herself.

9.3.2. Family Environment scale: For measuring the family Environment of pre-service teachers Family Environment Scale prepared by Bhatia and Chadha (2012) will be used.

9.3.1 Academic Achievement : scores obtained by pre-service secondary school teachers in the previous class will be considered as Academic Achievement.

10 .Variables of the study:

Variables are those which very or change from person to person or situation. In the present study following variables will be:

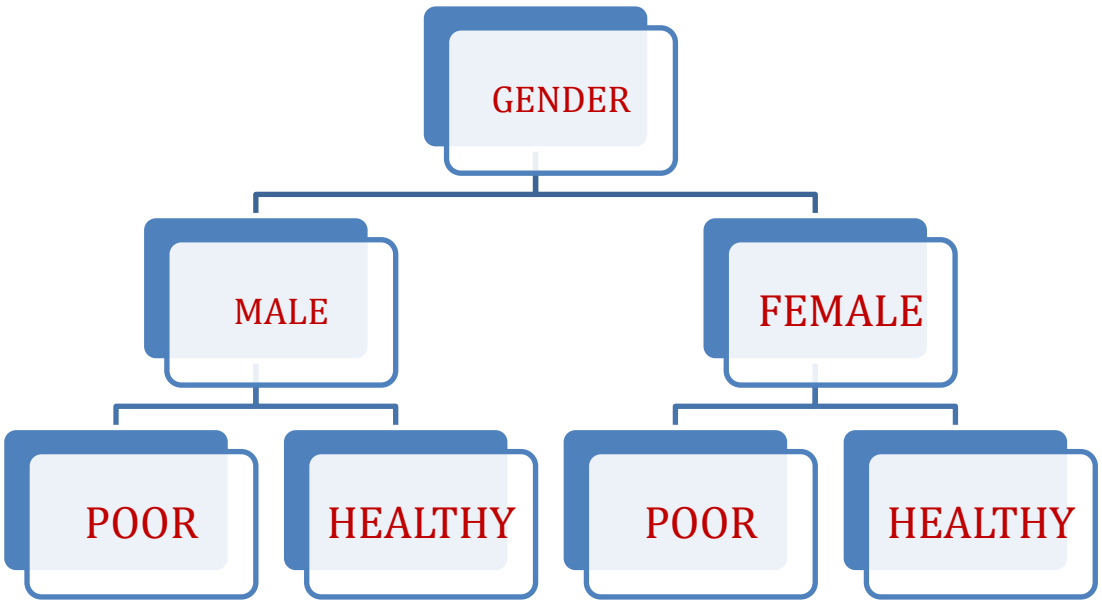
Dependent variables: It is an observed aspect of the behavior of an organism that has been stimulated. It is that factor which is observed and measure to determine the effect of independent variables. It will charge as a result of variation in the independent variables. It is dependent because its value depends upon the value of independent variables. In the present study emotional intelligence is taken as dependent variable.

Independent variables: Independent variable is a stimulus variable or in put which operates either within a person of within the environment of the person to influence his behavior It is the factor which is measured, manipulated or selected by the experimenter to determine its relationship to observed its phenomena. In the present study following variables are selected as independent variables:

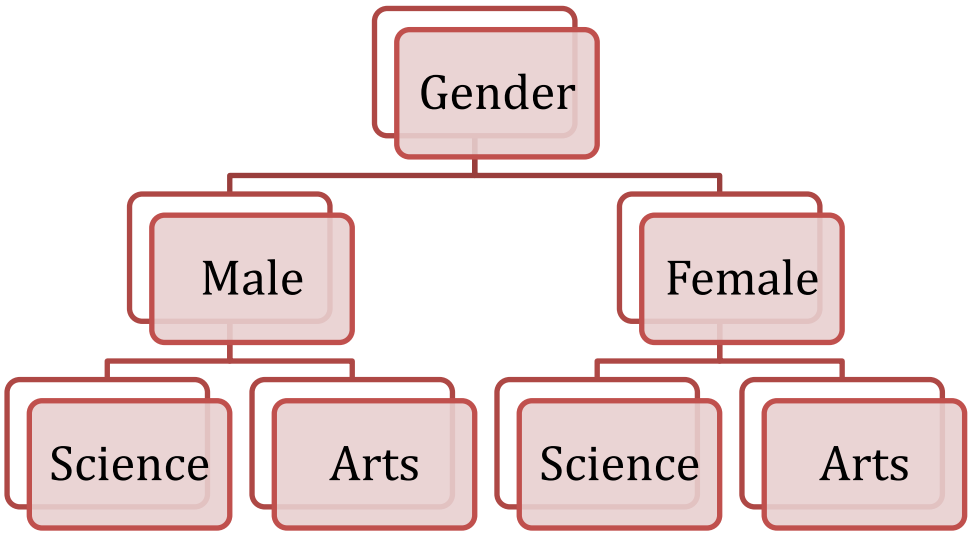
- Family Environment
- Academic stream
- Academic achievement

REASERCH DESIGN

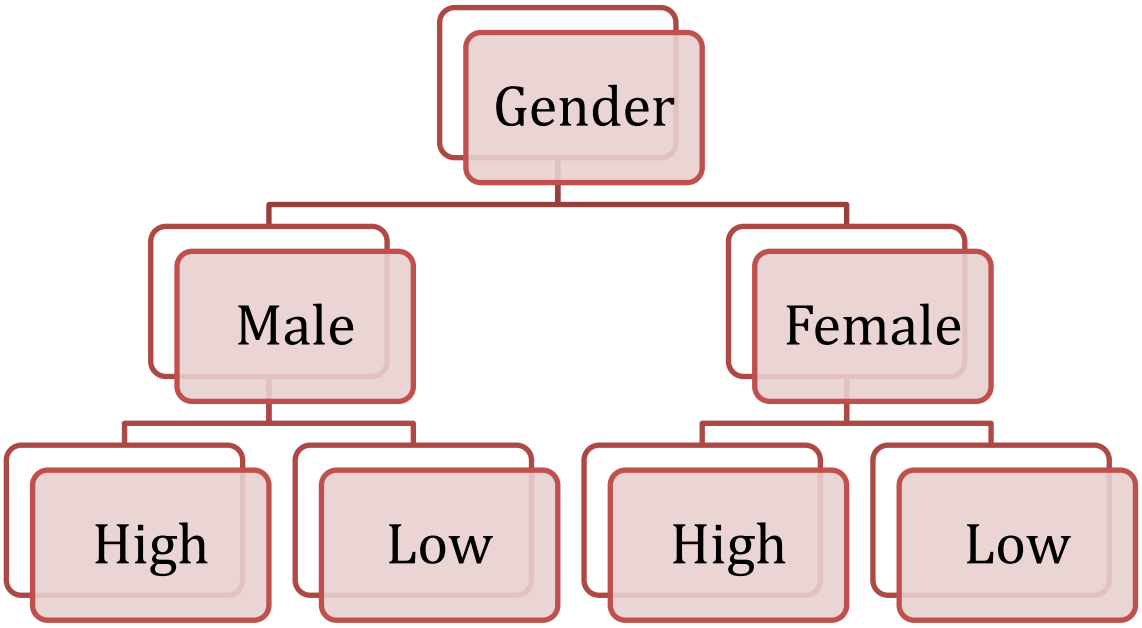
2x2 Factorial Designs (Gender X Family Environment)



2x2 factorial design (Gender x Academic Stream)



2x2 Factorial design (Gender x Academic Achievement)



STATISTICAL TECHNIQUE USED

To attain the objectives of the present study, following statistical techniques will be used:

- Descriptive statistics
- t-test
- Two way ANOVA

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